 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submit _____
	<b>Department</b> Nursing <b>College</b> College of Nursing		Confirmed _____ Banner _____ Catalog _____
<b>Current Course Prefix and Number</b> NGR 6200		<b>Current Course Title</b> Primary Care 1: Foundations Advanced Nursing Practice	
<i>Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
<b>Change title to:</b>  <b>Change prefix</b> <b>From:</b> <b>To:</b> <b>Change course number</b> <b>From:</b> <b>To:</b> <b>Change credits*</b> <b>From:</b> <b>To:</b> <b>Change grading</b> <b>From:</b> <b>To:</b> <b>Academic Service Learning (ASL) **</b> Add <input type="checkbox"/> Remove <input type="checkbox"/>		<b>Change description to:</b>  <b>Change prerequisites/minimum grades to:</b> Add: NGR 6002 and 6176 Remove: NGR 6110 and 6811 <b>Change corequisites to:</b>  <b>Change registration controls to:</b>	
* See <u>Definition of a Credit Hour</u> . ** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
<b>Effective Term/Year for Changes:</b> Summer 2026		<b>Terminate course? Effective Term/Year for Termination:</b>	
<b>Faculty Contact/Email/Phone</b> Katherine Chadwell, kchadwel@health.fau.edu, 561-297-2535			
<b>Approved by</b> Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		<b>Date</b> 10-20-25 10.20.2025 10.20.25 11/03/2025 11/03/2025 11/04/2025 _____ _____	

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) 10 days before the UGPC meeting.

## CON Committee on Programs Motion Form

<b>Date</b>	10/15/2025	<b>Maker</b>	Masters Committee	<b>Second</b>	[If coming from an academic committee a 2 <sup>nd</sup> is not required]
<b>Title of Program:</b> FNP and AGNP Program and PMHNP program					
<b>Motion Language: Overall:</b> Motion to approve prerequisite and corequisite changes as noted for NGR 6200, 6200L, 6605, 6605L, and 6507L.					
<b>Motion to accept Primary Care 1 (NGR 6200) &amp; Primary Care 1 Practicum (NGR 6200L Prerequisite changes that includes the addition of NGR 6002 &amp; 6176 and the deletion of 6110 and 6811</b>					
Motion to accept Primary Care 2 (NGR 6605) prerequisite changes that includes the addition of NGR 6200L, 6301, and 6342 and Primary 2 Practicum (NGR 6605L) prerequisite changes adding 6301 and 6342					
Motion to accept Psychiatric Mental Health Nursing: Diagnosis and Medication Management (NGR 6597L) Prerequisite changes adding NGR 6002 & 6002L and removing corequisites NGR 6002 and 6002L					
<b>Start Date</b>	Summer 2026				
<b>Rationale: include program(s)/track(s) impacted</b>	Support proper progression of students				
<b>Revised Syllabus attached</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA				
<b>Student Notification Required</b>	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (email (COP via IT) and website announcement (Academic Associate Dean's ofc) Following Faculty Assembly approval)				
<b>Does this require an addition or revision to <u>the FAU catalog?</u></b>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		<b>If YES, Identify Section: Graduate course descriptions</b>	<b>Follow-up</b>
<b>Does this require an addition or revision to CON <u>Policies and Procedures</u> or student <u>handbook?</u></b>		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<b>If YES, Identify Section:</b> <input type="checkbox"/> CON Policies and Procedures <input type="checkbox"/> Student handbook <input type="checkbox"/> BSN <input type="checkbox"/> Graduate	<b>Follow-up</b>

**ACTION Date:**

☐ Amended

☐ Tabled

☒ Adopted

☐ Withdrawn

☐ Postponed

☐ Referred

Approved COP 12/19/16

## **Catalog Changes**

Primary Care 1: Foundations of Advanced Nursing Practice (NGR 6200) 3 credits

Prerequisites: NGR **6002**, 6002L, 6141, 6172, 6176 , ~~6110, 6811~~ , **6176**

Corequisite: NGR 6200L

Focuses on the foundational study of primary care across the lifespan using nursing situations in advanced practice grounding in caring science, including health promotion, disease prevention, assessment, diagnosis and management of common conditions in the primary care setting.



## FLORIDA ATLANTIC UNIVERSITY

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**NGR 6200-001 10581**  
**Prim Care 1:Fndns Adv Nur Prct**  
**3 Credit(s)**  
**Spring 2025 - 1 Full Term**

### Instructor Information

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Lynne Palma

**Email:** [lpalma@health.fau.edu](mailto:lpalma@health.fau.edu)

**Lynne Palma, DNP, FNP-BC, BC-ADM**

**Associate Professor**

**DNP Director (interim)**

**Office:** NU 116C

**Office Hours:** Mondays 2-4 pm or by appointment via Zoom

**Phone:** 561 297-4958 (email preferred via Canvas Inbox [lpalma@health.fau.edu](mailto:lpalma@health.fau.edu))

### Course Description

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Primary Care 1: Foundations of Advanced Nursing Practice

Prerequisites: NGR **6002**, 6002L, 6141, 6172, **6176**, ~~6140~~,  
~~6814~~

Corequisites: NGR 6200L

Focuses on the foundational study of primary care across the lifespan using nursing situations in advanced practice grounding in caring science, including health promotion, disease prevention, assessment, diagnosis and management of common conditions in the primary care setting.

### Prerequisites/Corequisites

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**Prerequisite(s): All of the following:**

- ♦ **NGR 6002** Graduate / Undergraduate (Minimum Grade of C)
- NGR 6002L Graduate / Undergraduate (Minimum Grade of C)

- NGR 6141 Graduate / Undergraduate (Minimum Grade of C)
- NGR 6172 Graduate / Undergraduate (Minimum Grade of C)
- **NGR 6176** Graduate / Undergraduate (Minimum Grade of C)
- ~~NGR 6110 Graduate / Undergraduate (Minimum Grade of C)~~
- ~~NGR 6811 Graduate / Undergraduate (Minimum Grade of C)~~

**Corequisite(s):**

Subject	Course Number
NGR	6200L

## Instructional Method

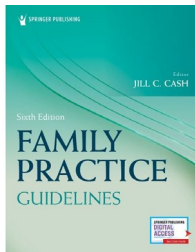
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**Fully Online Class**

100% of the course is delivered online.

## Required Texts/Materials

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**Family Practice Guidelines, 6th Edition**

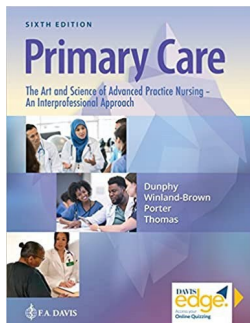
**ISBN:** 9780826135841

**Authors:** Jill C. Cash, MSN, APN, FNP-BC, Cheryl A. Glass, MSN, APRN, WHNP-BC, Jenny Mullen, DNP, MSN, FNP-BC, ACHPN

**Publisher:** Springer Publishing Company

**Publication Date:** 2023

**Edition:** 6th



**Primary Care**

**ISBN:** 9781719644686

**Authors:** Lynne M. Hektor Dunphy, Jill E. Winland-Brown, Brian Oscar Porter, Debera J. Thomas

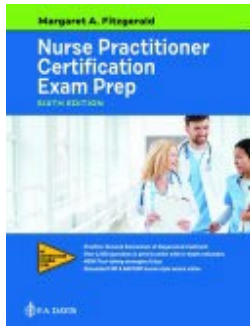
**Publication Date:** 2023-01-01

**Edition:** 6th

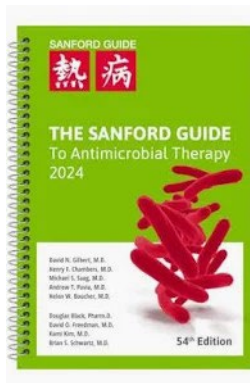
**Nurse Practitioner Certification Exam Prep**

**ISBN:** 9781719642989

**Authors:** Margaret A. Fitzgerald



**Publisher:** F.A. Davis  
**Publication Date:** 2020-12-04  
**Edition:** 6th



**The Sanford guide to antimicrobial therapy 2024**  
**Authors:** David N. Gilbert  
**Publication Date:** 2024  
**Edition:** 54

### Required Electronic Resources

Ferri's Best Test Lab Guide. Download in Apple Store or use online book Access Medicine <https://apps.apple.com/us/app/ferris-best-test-lab-guide/id1243450037>

Select any Dermatology Book

Dinulos, J, Habif's Clinical dermatology: a color guide to diagnosis and therapy 7th Edition

Fitzpatrick's Dermatology, Sewon Kang, Masayuki Amagai, Anna L. Bruckner, Alexander H. Enk, David J. Margolis, Amy J. McMichael, Jeffrey S. Orringer

### Required Resources

1) Online EKG Course: <https://www.ecgacademy.com/subscribe/>  
 Advanced level 14.95/month

2) 5 Minute Clinical Consult from Unbound Medicine Inc. Cost \$99/year. Download from iTunes <https://itunes.apple.com/us/app/5-minute-clinical-consult/id301865751?mt=8>

- 3) Ferri's Best Test Lab Guide. Download in Apple Store  
<https://apps.apple.com/us/app/ferris-best-test-lab-guide/id1243450037>  
free book from Access Medicine is an alternative
- 4) Up to Date (free for nursing students). <https://library.fau.edu/medical>
- 5) Epocrates: <http://www.epocrates.com/products/rx/>. The free download is adequate for this course.
- 6) Electronic Preventive Services Selector  
<http://epss.ahrq.gov/PDA/index.jsp>
- 7) Med Calc app from iTunes
- 8) COPD app: <https://www.copdfoundation.org/Learn-More/The-COPD-Pocket-Consultant-Guide/Healthcare-Provider-Track.aspx>
- 9) StudyMate mobile app from Respondus- app store (review pharmacology)
- 10) <https://redcap.fau.edu/> (All FAU students can create a REDCap account -used for the on campus intensive)

## **Recommended Readings and Materials**

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### **Recommended Resources**

\*Dubin, Dale. (2000) Rapid interpretation of EKG's 6th Edition. Cover Publishing Company, Tampa, FL. ISBN 0912912065

\*Elsayes, K. & Oldham, S. (2014). Introduction to diagnostic radiology. McGraw Hill. ISBN-13: 978-0071801805

Fitzgerald Health Education Associates <http://fhea.com>. (Newsletter is free).

Prescribers Guide: <http://Prescribersletter.com> (\$88 fee for one year subscription).

\*Stern, D. C., Cifu, A. S., & Altkorn, D. (2020). Symptom to diagnosis: An evidence-based guide. (4th ed.). New York: McGraw Hill. ISBN <https://libguides.fau.edu/M1-core-books/FOM>

Winland-Brown, J. E. & Dunphy, L. M. (2020). Family practice and adult-gerontology nurse practitioner certification examination: Review questions and strategies. FA Davis Company: Philadelphia.

\*Wolff, K., Johnson, R., & Saavedra, A. (2013). Fitzpatrick's color atlas and synopsis of clinical dermatology (7th ed.). McGraw Hill. ISBN-13: 978-0071793025

\* Please note the books marked with an asterisk are available via Access Medicine in the FAU online library FREE to students. If you prefer a hard copy, then you will need to purchase the books. The mobile app is available <https://apps.apple.com/us/app/access-by-mcgraw-hill/id1628840396>

## **Bibliography**

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Posted on Canvas Course Site

## **Course Specific Literature**

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Posted on Canvas Course Site

## **Essential Literature On Caring Science (Revised 2017)**

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Barry, C. D., Gordon, S. C. & King, B. M. (2015). *Nursing Case Studies in Caring: Across the Practice Spectrum*. Springer. ISBN: 978-0-8261-7178-8

Boykin, A. & Schoenhofer, S. (2001). *Nursing as caring: A model for transforming practice*. Jones & Bartlett.

Boykin, A. & Schoenhofer, S. & Valentine, K. (2014). *Health care system transformation for nursing and health care leaders: Implementing a culture of caring*. Springer.

Buber, M. (1970). *I and thou*. Scribner.

Davidson, A., Ray, M. & Turkel, M. (Eds.). (2011). *Nursing, caring, and complexity science*. Springer.

Duffy, J.R. (2013). *Quality caring in nursing and health systems: Implications for clinicians, educators, and leaders*. Springer.

Locsin, R.C (2016). *Technological competency as caring in nursing: A model for practice (2nd ed.)*. Silliman University Press.

Mayeroff, M. (1971). *On caring*. HarperCollins.

McFarland, M.R. & Wehbe-Alamah, H. (2017). *Leininger's Culture Care diversity and universality: A worldwide theory of nursing (3rd Ed.)*. Jones & Bartlett.

Paterson, J. & Zderad, L.T. (1988). *Humanistic nursing*. National League for Nursing.

Ray, M.A. (2016). *Transcultural caring dynamics in nursing and health care (2nd ed.)*. FA Davis.

Roach, M.S. (1987). *The human act of caring: A blueprint for the health professions*. Canadian Hospital Association.

Rosa, W., Horton-Deutsch, S, & Watson, J. (2019). *A handbook for caring science: Expanding the paradigm*. Springer.

Smith, M.C., Turkel, M.C., & Wolf, Z.R. (2012). *Caring in nursing classics: An essential resource*. Springer.

Watson, J. (2009). *Assessing and measuring caring in nursing and health sciences*. Springer.

Watson, J. (2018). *Unitary caring science philosophy and praxis of nursing*.

University Press of Colorado.

Approved by CON Faculty Assembly, 9/25/2017; Revised Committee on Programs 10/ 8/2018;  
Presented for Action to CON Faculty Assembly 10/22/2018, Approved CON Faculty Assembly  
10/22/18

## **Course Objectives/Student Learning Outcomes**

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COURSE OBJECTIVES: Upon completion of the course, the student will demonstrate evidence of:

Becoming competent:

- 1) Apply foundational knowledge from nursing and related disciplines to assess, diagnose, and treat common conditions. (Essential I)
- 2) Utilize selected caring and developmental theories and concepts from biological, behavioral, health promotion, and nursing sciences to enhance the health and well-being of persons across the lifespan. (Essential I, VIII)
- 3) Demonstrate patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions related to the primary care of persons. (Essential VIII)
- 4) Begin to apply research findings, identify clinical guidelines from national organizations, and apply evidence-based practice to improve the health and well-being of persons in the primary care setting. (Essential IV)
- 5) Begin to utilize informatics and health technologies to evaluate, integrate, coordinate, and improve healthcare for persons. (Essential V)
- 6) Demonstrate a beginning understanding of the advanced practice nursing profession based on reflective practices and continue to develop their own plans for lifelong learning and professional development. (Essential IX)

Becoming compassionate:

- 1) Identify appropriate nursing theories and complex patterns of knowing in the design of compassionate care. (Essential IX)
- 2) Choose caring strategies in advanced nursing situations which reflect appreciation of the persons' and families' cultural and spiritual beliefs. (Essential IX)

Demonstrating comportment:

- 1) Identify effective communication strategies to foster interprofessional partnerships to improve health outcomes for persons. (Essential VII)
- 2) Discuss the impact of ethical, legal, political, cultural, global, and socioeconomic issues in providing safe and accountable primary care for common conditions. (Essential II)

Becoming confident:

- 1) Develop a beginning sense of self as a caring person in relation to others within advanced practice. (Essential IX)
- 2) Demonstrate beginning clinical confidence, through critical thinking by applying advanced nursing knowledge.

Attending to conscience

- 1) Begin to comprehend how health policy impacts the care of persons in diverse situations. (Essential VI)
- 2) Discuss measures to improve care through advocacy at state and local levels. (Essential VI)
- 3) Discuss morally sensitive issues affecting advanced practice. (Essential VI)

Affirming commitment:

- 1) Discuss the role and scope of practice of the nurse practitioner in providing safe, ethical, efficient, cost effective, quality care. (Essential II, III)
- 2) Begin to integrate anticipatory guidance, based in an understanding of developmental theory and current evidence. (Essential I, IV)
- 3) Discuss the importance of becoming professionally active in national organizations improving health of persons. (Essential III and VI)

\* Domains, competencies and sub-competencies for advanced nursing education from the Essentials: Core Competencies for Professional Nursing Education

## Course Assignments

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### QUIZZES AND EXAMS

Most of your grade will come from objective tests with questions similar to what you will receive on your certifying exam. Follow the schedule in the syllabus for quiz and exam due dates which will always be on Sunday nights at 11:59 PM.

### IN PERSON ON CAMPUS INTENSIVE

The purpose of the intensive is to provide the opportunity for students in NGR 6200 to work with faculty in a simulated setting that will help students develop clinical skills in interviewing, examination, forming differential diagnoses (clinical reasoning), developing a person-centered evidence-based plan, presenting findings to the preceptor and documentation of the visit. Dr. Palma will be introducing a evaluation tool that she developed called Best Practice Competency Evaluation Tool (BPCET) for selected presenting problems such as back pain, abdominal pain, chest pain, shortness of breath, headache, vertigo, suicidality, and abnormal uterine bleeding.

This experience is not counted towards clinical hours for program requirements. Per ANCC, simulation hours can not be counted as direct clinical hours.

Preparation: Posted in Canvas (readings and videos to watch PRIOR to the event). Students will be in pairs. One student will do H&P with the standardized patient and the other will do the evaluation on REDCap. You must arrive on time. The schedule is TBD. The follow up assignment is due on Sunday.

Beginning of term:

Date: Boca: Thursday January 9th

Davie and HBI: Thursday Jan 16th

Time: 9:00 am - 4:00 pm

Location: FAU Simulation Lab 3998 FAU Blvd. suite 200, Boca Raton Fl. 33431

End of term:

Date: Thursday April 17th all students from all campuses

Time: 9:00 am - 4:00 pm

Location: FAU Simulation Lab 3998 FAU Blvd. suite 200, Boca Raton Fl. 33431

12 LEAD EKG INTERPRETATION:

Interpretation of a 12 lead EKG is a competency that is required of NPs. Some students have these skills coming into the program or at least have basic EKG skills which are actually an undergraduate competency. Many of you will need to start from the very beginning to learn these skills. There is no shortcut to learning this skill and we will do it little by little using an online program called ECG Academy <https://www.ecgacademy.com/subscribe/> that you are required to subscribe to during this semester at a cost of \$14.95/month. You can cancel your subscription once finished. I will post quizzes along the way each week and you can work ahead if you like. There will be a comprehensive EKG quiz towards the end of the course. You must get a minimum of 80% on each quiz.

## CLINICAL REASONING ASSIGNMENTS

Instructions: Some units have an assignment that reflects the nurse practitioner student's ability to demonstrate and document clinical decision making in the medical record. Clinical reasoning is a broad concept in healthcare that refers to the cognitive process used by healthcare professionals to assess, diagnose, and make decisions about patient care. Diagnostic accuracy is measured when students commit to the most likely diagnosis while generating a list of potential diagnoses based on patient history and physical examination that is presented as a nursing situation. Clinical decision making is measured by seeing how well students choose appropriate diagnostic tests, treatments, and interventions based on advanced knowledge, patient needs, evidence-based guidelines, and clinical context. The nursing situations require students to identify key problems, consider various alternatives, and justify their reasoning. Clinical decision making is documented in the assessment and plan of the medical record. Clinical decision-making is a cornerstone of patient care.

Documenting clinical decision making in the medical record ensures that decisions are well-supported, transparent, and accessible. It improves the quality of care, ensures patient safety, facilitates communication, and serves both legal and educational purposes. Clear clinical decision-making helps justify medical services provided for billing and reimbursement purposes. Proper documentation shows the complexity of care, which can affect coding and the associated reimbursement for healthcare services.

In this assignment, students are provided with a comprehensive patient scenario that includes demographic information, CC, HPI, PMH, FH, SH, vitals and physical exam. The student will formulate the assessment and plan by first selecting an ICD-10 diagnosis code for the suspected unconfirmed diagnosis. Since the diagnosis has not been made, the working diagnosis may be a symptom. For example, chest pain rather than an MI as the diagnosis has not been established or RUQ pain rather than cholecystitis, SOB rather than COPD, asthma, or pneumonia until the diagnosis is confirmed. Last submission of the assignment will result in a one point deduction for each day that the assignment is late.

The documentation of the assessment and plan in the medical record should be as brief as possible to make it a realistic endeavor in clinical practice. The components that demonstrate clinical decision making are guided by an article posted on the course Canvas site Structure and Synchronicity for Better Charting by Brian Crownover. The Rubric is provided in the assignment tab in Canvas.

## COURSE DOCUMENTS:

An outline or PDF of the lecture notes for each week is posted in Course Documents on the Canvas site. Additional documents and selected Web sites are posted in each unit.

## REQUIRED READING:

The chapters assigned in the textbooks are required. There will be additional reading assignments posted on Canvas each week. The most recent clinical guidelines are posted for HF, AF, and DM. Expertise is acquired when these elaborate and lengthy guidelines are reviewed. None of your text books will have the latest information. The ECG modules are required each week. As with any graduate level course, a minimum of 9-12 hours a week of preparation outside of the class time is required to be successful in this course.

## MEDIASITE VIDEO RECORDINGS:

Sign into the Mediasite system by using your regular FAU ID and password. You can speed up the voice by using the controls at the bottom on the left. Try listening on your Canvas mobile app while taking a walk or run. Review questions and answers are posted for each presentation.

## DIAGNOSTIC STUDIES AND LABORATORY INTERPRETATION:

Students are responsible for reading about the various diagnostic studies and lab tests available for the disorders covered each week as well as other common lab tests and diagnostics. The Ferri's Best Test application is the resource you will need. There are lab and diagnostic textbooks in Access Medicine.

## Clinical Reasoning Assignment Rubric

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Assessment and Plan Criteria	Needs	Good	Excellent	Score
	Improvement	(Satisfactory - Competent)	(Exceeds Expectations)	
	Struggles with clinical reasoning and requires significant improvement	Demonstrates basic clinical reasoning but needs further development in certain areas	Demonstrates exceptional understanding and application of clinical reasoning	
	(<80%)			

		(80-89%)	(90-100%)	
	0 points	1 point	2 points	
1. Lists suspected diagnosis using ICD-9 code with rationale and evaluation to rule in the most likely diagnosis in the assessment and plan in the medical record	Fails to analyze and interpret subjective and objective data leading to incomplete picture of patient and incorrect rationale and conclusions. An inadequate fund of knowledge of the condition/s is evident along with poor clinical judgement.	Analyzes and interprets subjective and objective data with some accuracy identifying a plausible suspected diagnosis. An adequate fund of knowledge of the condition/s is evident along with average clinical judgement.	Analyzes and interprets subjective and objective data accurately identifying the most likely suspected diagnosis with a rationale that explains why the dx is the most applicable to the patient. An excellent fund of knowledge of the condition/s is evident along with strong clinical judgement.	____/2
1. Testing to rule in the most likely diagnosis along with symptomatic treatment	Unable to identify testing to rule in the most likely diagnosis. Does not include a plan empiric or symptom control.	Identifies somewhat accurate testing to rule in the most likely diagnosis along with a treatment plan that has some evidence, not as strong or comprehensive.	Identifies accurate testing to rule in the most likely diagnosis along with a comprehensive evidence-based symptomatic or empiric treatment plan for the most likely diagnosis.	____/2
1. Less likely diagnoses (top 4) and	Struggles to generate reasonable differential	Generates some evidence-based differential diagnoses (Ddx)	Generates multiple, evidence-based differential diagnoses (Ddx).	

rationale along with evaluation to rule out	diagnoses (Ddx) and rationales to r/o the Ddx.	and includes 2-3 of the top differential diagnoses with rationales to r/o the Ddx.	Includes the top 4 with reasoning to r/o the Ddx.	____/2
1. Disposition is included Documentation follows format for structured note	Disposition is not included or does not have the required element. Documentation does not follow the format.	Disposition includes adequate instructions for the patient to return to the clinic after a certain period of time, criteria that should prompt the patient to call the office sooner than scheduled and any actions the patient should perform at home. Documentation follows the format, needs some refining.	Disposition includes comprehensive instructions for the patient to return to the clinic after a certain period of time, criteria that should prompt the patient to call the office sooner than scheduled and any actions the patient should perform at home. Documentation follows the format and is concise/efficient and realistic for the medical record.	____/2
Total				____/8

## Faculty Rights and Responsibilities

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Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.

- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).

## **Disability Policy**

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In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).

## **Course Evaluation Method**

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TEACHING LEARNING STRATEGIES: Narrated presentations, videos, selected readings posted on Canvas, textbooks, activities, worksheets, clinical reasoning assignments, ECG Academy, quizzes and exams, and on campus intensive

GRADING AND EVALUATION METHODS: (approximate)

Syllabus Quiz 5 points

In person on campus intensive (beginning of term) 8 points (back pain clinical reasoning)

Clinical Reasoning assignments (8 points/scenario) 32 points

EKG weekly quizzes 50 points

Unit 1 Quiz Fundamentals 25 points

Unit 2 Quiz Cardiovascular 50 points

Unit 3 Quiz Respiratory 50 points

Midterm (Units 1-3) 100 points

Unit 4 HEENT 50 points

Unit 5 Skin 50 points

Unit 6 Endocrine 50 points

In person on campus intensive (end of term) 24 points

EKG final 25 points

Comprehensive Final Exam (Units 1-6) 125 points

GRADING SCALE: Grades will be not be rounded. A grade of 93.8% is a 93%.

94-100 = A

90-93 = A-

87-89 = B+

84-86 = B

80-83 = B-

77-79 = C+

74-76 = C

70-73 = C-

67-69 = D+

64-66 = D

61-63 = D-

0-60 = F

A minimum final grade of "C" (73% with an average minimum exam score of 80%) is required to successfully pass this course.

In order to achieve a passing grade of "C" or higher, students must successfully:

1. meet all course objectives
2. complete all course requirements/assignments
3. achieve an average minimum exam score of 80%\*

\*The highest final grade students with an average minimum exam score below 80% may earn is a "C-" regardless of scores on other assignments.

Students in this course need to achieve a minimum of 80% on each quiz or exam. Remediation will be required and a Report of Unsatisfactory Work will be sent for scores <80%

Individual grades in this course are not rounded. For example, a score of 79.9% would be considered 79%.

## **Code of Academic Integrity**

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Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

## **Attendance Policy Statement**

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Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

## **Religious Accommodation Policy Statement**

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In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work

assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at [www.fau.edu/regulations](http://www.fau.edu/regulations).

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

## Time Commitment Per Credit Hour

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For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

## Course Grading Scale

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Letter Grade	Letter Grade
A	94 - 100%
A-	90 - 93%
B+	87 - 89%
B	84 - 86%
B-	80 - 83%
C+	77 - 79%
C	74 - 76%
C-	70 - 73%
D+	67 - 69%
D	64 - 66%
D-	61 - 63%
F	0 - 60%

## Grade Appeal Process

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You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.

- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

## **Artificial Intelligence Preamble**

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FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [\[Policy 12.16 Artificial Intelligence\]](#)

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the [Florida Atlantic Code of Academic Integrity, Regulation 4.001.](#)

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit <https://fau.edu/ai/citation>

## **Policy on Make-up Tests, Late work, and Incompletes**

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ATTENDANCE:

Students are expected to be actively engaged in the course. Course participation is recorded in Canvas. Course messages will be frequent and it is best to check in most every day. The on campus intensives are required.

## DROPPING COURSE:

Last day to drop a course or withdraw without receiving an "F" is posted on the syllabus. NP students that drop a course are considered to be out of sequence and will need permission to remain in the program. Most students will be allowed to continue in the program, however, they will be one year behind since the NP courses are only offered once a year. Please contact your advisor and faculty member. We want everyone to be successful!

**QUIZZES AND EXAMS:** Unless prior arrangements have been made with the instructor, failure to take a quiz or exam on time will result in a grade of zero. Contact the instructor if you need an extension. Please print the schedule on the syllabus to have the quiz due dates which will also be on the calendar.

1. Each unit has a LDB quiz. The final exam will be comprehensive with about 127 questions. No notes or resources will be allowed during the exams. All exams be on Lockdown Browser (LDB). Calculations will be needed on some of the quizzes and you will have access to the calculator on LDB. See below for information on LDB. Information on the exams in this course will include content from previous courses (pathophysiology, health assessment and pharmacology courses.) A summary of the most missed questions will be posted after all students take the quiz. Students will not be given the questions they missed or individual feedback.

2. EKG quizzes will be due each week (open resource) and a comprehensive EKG assessment on LDB will be required towards the end of the semester.

3. Students must achieve an average minimum score of 80% on all exams or they will receive a C- or lower in the course regardless of their overall percentage in the course and be recommended for dismissal from the program. Remediation will be required if less than 80% is scored on any of the quizzes, midterm or final.

4. A Report of Unsatisfactory Work is required and will be completed and sent to the student via email. The form will be placed in your academic file for a score of less than 80% on any of the exams or quizzes to document that you were informed about your score and that a plan of remediation was discussed. Students must meet with faculty if they receive a score of less than 80% on any exam or quiz.

5. Discussion of exam contents is a violation of academic integrity and will result in dismissal from the program. Please remember that your peers may be treating you or your family members as a nurse practitioner at some point and enabling them could lead to a negative outcome if they are not competent.

## LOCKDOWN BROWSER (LDB)

Exams will be completed using LockDown Browser in the comfort of your home. The purpose of LDB is to prevent students from accessing resources/notes and copying the exams. Please go to the

Canvas sign in page and download it on your laptop. For exams, you will click on the LDB icon on your laptop and this will take you to Canvas. Sign into the course and click on the unit where the quiz or exam is located. I will be reviewing the LDB videos. Make sure you keep your head facing the computer with a full head shot. When you look down, the system “flags” this movement and a review is initiated. Make sure you save each question. If you don’t get the message “answer saved” you are likely no longer connected to the internet. Power down if this happens. Sometimes, the answers will all be there and other times, you may need to do the exam over. You are allowed to have a blank piece of paper and a pencil during the exams that must be shown at the end of the exam. You will be given your score at the end. No information on the questions missed will be provided. Unfortunately, until Canvas improves the security and access after exams, I will not be able to release answers as in previous semesters. If you have a concern about an individual question, please wait until after the due date and send me an email via the course inbox. Include the exact question and any documentation you have about the nature of the question. I will provide a synopsis of the more difficult questions according to the test analysis. If my teaching assistant is available, she will provide individual feedback.

#### Startup Sequence and Requirements for LDB

Do the Webcam check first- see guidelines for best results for video recording. Faculty review the videos of students taking the exams on LDB. During this exam, you shouldn’t access other resources (a phone, tablet, notes, books, etc.) or communicate with other people. Environment check is required. Clear your work area and use your laptop to record your environment. Failure to record a 360 degree check will result in a zero on the exam. Please stay in your seat and focus on the computer screen until the exam is complete. Do not look down or to the side. Look directly at the screen. Your video will be flagged if you appear to be looking down or to the side at resources. Faculty review the videos on LDB and if violations are seen, this will result in a zero on the exam. If an interruption occurs, briefly explain what happened by speaking directly to your webcam. And, finally, remember that you cannot exit the exam until all questions are completed and submitted it for grading.

#### Guidelines:

- Select a quiet location where you won't be interrupted or distracted...
- Avoid rooms where children or other people are present
- Make sure your internet connection is consistent and strong...
- Run the "Webcam Check" and "System & Network Check" in LockDown Browser prior to starting the exam.
- If your Internet is shared with others, make sure they aren't streaming videos or using applications that can slow down your internet connection.

- Place your computer or device on a flat, hard surface such as a table or desk, and sit in a chair during the exam...
- Do NOT place the computer on your lap, a bed, or the floor. Do NOT lay or sit on a bed/couch/floor
- If using a built-in webcam, avoid tilting the screen after the webcam setup is complete.
- To improve the quality of your webcam video (and reduce flags), remember the following
- Don't wear sunglasses or hats with brims. Also, be sure to dress appropriately, as if you were in the classroom.
- Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window.
- Unless instructed otherwise, turn off all other devices (e.g. phones, tablets, second computers) and place them outside of your reach. Clear your workspace of all other materials.
- LockDown Browser prevents you from accessing other websites or applications. You will be unable to exit until the exam is completed and submitted

#### E-MAIL COMMUNICATION AND ETIQUETTE:

Students are required to use their FAU e-mail and the course inbox. I will only be communicating with students via the course inbox which I will check daily for your messages. I need the convenience of being logged into the course while checking the messages from students. In addition, all of the messages are archived within the course for future reference. I will not respond to e-mails outside the course. Please use "netiquette" with your written words. Think before you send. Narrative language without the visual effects of a smile or the auditory effects of the tone of your voice can be interpreted as harsh. Please be courteous and always do a spell check on all of your postings and emails.

#### HIPAA:

The student is responsible to know and follow all HIPAA guidelines both in class, clinical, and outside of these environments. Case review material relating to clinical or practice that is discussed should be devoid of patient identifiers and not discussed outside of the class or clinical setting.

#### COMPUTER REQUIREMENTS:

The student must have a computer that can run Mac OSX or WIN XP or higher and have a working camera for LDB exams. The student must be familiar with Canvas, FAU e-mail, announcements, check e-mail and course announcements in Canvas regularly (daily.)

#### PLAGARISM:

Plagiarism includes definitions in University handbooks and the APA 7th edition manual (this includes turning in work that belongs to someone else, working on assignments that are not group work in

groups and turning this in as individual work, and turning in the same work/assignment in more than one course.) Plagiarizing will result in an automatic zero for all assignments, quizzes or exams. Do not enable your classmates by discussing quiz or exam content.

#### SCHEDULE AND FORMAT CHANGES:

Faculty reserves the right to make changes in the class schedule or format as deemed necessary to facilitate the learning process.

#### EVALUATION OF COURSE AND FACULTY:

Students will have the opportunity to evaluate the course and the faculty at the end of the term. This provides the faculty with excellent feedback and ideas for future semesters! Take advantage of helping other future students. Results from the SPOTs are used for annual faculty evaluation for promotion. The due date for SPOTs is usually 2 weeks prior to the end of the semester. Reminders will be sent for 100% participation. The link is provided in the course.

<https://sso.fau.edu/idp/profile/cas/login?execution=e1s1>

#### SOCIAL MEDIA POLICY:

Link posted on CON website

#### LATE ASSIGNMENTS

Unless arrangements have been made in advance, late submission of a quiz, exam or assignment will incur a one point deduction for each day late.

## **AI Language Specific To This Course**

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- AI Flexible: The use of AI to assist in work assigned in this specific course is permitted only for specific assignments as indicated by the instructor. Use must be properly documented and cited per instructor guidelines (<https://fau.edu/ai/citation>).
- Be aware that AI is not evidence based, has bias, is not up to date, and does not take the place of rigorous literature searches. Use evidence based resources for assignments. You may find AI it helpful for simple tasks like writing a letter to be excused from jury duty because you have an infant.

## **Policy on the Recording of Lectures**

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Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a

university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

## **Counseling and Psychological Services (CAPS) Center**

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Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual therapy, group therapy, and crisis services, to name a few - offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

## **College of Nursing Policies**

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Policies below may be found in:

a). The Christine E. Lynn College of Nursing Undergraduate Handbook located at: <https://nursing.fau.edu/academics/student-resources/undergraduate/index.php>

b). Florida Atlantic University's Academic Policies and Regulations

<http://www.fau.edu/academic/registrar/FAUcatalog/academics.php> and <http://www.fau.edu/regulations>

## **CODE OF ACADEMIC INTEGRITY:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which

is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001. If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation. For more information, see:

<https://www.fau.edu/regulations/documents/chapter4/reg4-001-6-7-22.pdf>

CON Academic Integrity: <https://nursing.fau.edu/academics/student-resources/undergraduate/academic-integrity-policy.php>

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. ANY act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

#### **DISABILITY STATEMENT:**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at

<http://www.fau.edu/sas/>

To apply for SAS accommodations: <http://www.fau.edu/sas/>

#### **COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to

<http://www.fau.edu/counseling/>

#### **INCOMPLETE POLICY:**

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

### **POLICY ON THE RECORDING OF LECTURES (OPTIONAL)**

Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

### **ATTENDANCE POLICY:**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for

a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

### **RELIGIOUS ACCOMMODATION:**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination. For more information, see:

<https://www.fau.edu/provost/resources/files/religiousaccommodations-students-and-faculty-8-21-15.pdf>

**CON Religious Accommodation:** <http://www.fau.edu/sas/New.php>

### **USE OF STUDENT COURSE MATERIAL**

The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

## **Student Support Services and Online Resources**

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- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Center for Global Engagement](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)

- [Science Learning Center](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)
- [University Center for Excellence in Writing \(UCEW\)](#)
- [Writing Across the Curriculum \(WAC\)](#)

## **Course Topical Outline**

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### TOPICAL OUTLINE:

Introduction to the study of primary care utilizing foundational concepts of evidence based practice, diagnostic reasoning (differential diagnosis), NP-patient relationship grounded in caring, health promotion, professional role, leadership, interprofessional communication, health policy, quality improvement, practice inquiry, technology and information literacy to assess diagnosis and treat common conditions including: Skin problems, HEENT problems, respiratory problems, cardiovascular problems (includes EKG interpretation) and endocrine problems along with other common disorders seen in primary care.

1. Critical decision making and diagnostic reasoning required for the treatment of common conditions that builds on previous knowledge in related sciences such as anatomy, physiology, chemistry, microbiology, and genetics and integrates advanced knowledge of pharmacology, pathophysiology, health assessment, research, and theory.
2. Health promotion, health protection, disease prevention and treatment including:
  1. Ecological, global, and social determinants of health
  2. Illness prevention, promotion, and wellness
  3. Healthy People 2030
  4. Environmental and population based health
  5. Genetic causes of common diseases and screening
  6. Age based incidence of common disorders
  7. Epidemiology-incidence and prevalence
  8. Sensitivity and specificity
3. Nurse practitioner patient relationship grounded in caring including:

1. Authentic presence, relationship of mutual trust, and patient centered- care
  2. Patient counseling – including genetic counseling, family counseling.
  3. Principles of learning, motivational interviewing
  4. Health literacy
  5. Cultural and ethnic considerations
  6. Becoming an advocate for patients, families, caregivers, communities, and members of the healthcare team
  7. Ethical principles in decision making
4. Professional role, leadership, interprofessional communication, and health policy including:
    1. Professional organizations
    2. Collaborating in planning for transitions across the continuum of care
    3. Systems leadership
    4. Scope of practice
    5. Legislative issues
    6. Team based approaches
5. Quality improvement and practice inquiry:
    1. Implementation of evidenced based practice
    2. Use of informatics to gather, document, and analyze outcomes
    3. Standards and guidelines to improve practice and assure safety
    4. Population based information
    5. Cost effective care
    6. Dissemination of evidence from inquiry
6. Technology and information literacy:
    1. Use of informatics to gather, document, analyze, and evaluate outcomes
    2. Application of research to the clinical setting
    3. Critique of databases
    4. Meaningful use of EHR
    5. ICD-10 and CPT coding for reimbursement
    6. Telehealth competencies and best practice
    7. Preparation for after-hours and on-call

## **Course schedule**

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The course schedule is posted on the course Canvas site

## **Professional Statement**

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<http://nursing.fau.edu/academics/student-resources/undergraduate/policies-regulations/professional-statement.php>

When students of nursing begin their course of study, they enter into an implied professional agreement-agreeing to abide by the American Nurses Association (ANA) Code of Nursing Ethics and to conduct themselves in all aspects of their lives in a manner becoming a professional nurse. The College of Nursing faculty holds a professional ethic of caring and healing, recognizing that each person's environment includes everything that surrounds an individual. Similarly, the College creates an environment that preserves the wholeness and dignity of self and others. The faculty requires self and socially responsible behavior and will not accept actions that can be perceived as hostile, threatening or unsafe to others. It is the College's expectation that students promote a positive public image of nursing. It is the College's goal, as a professional college, to build an expanding community of nursing scholars and leaders within the context of its' caring-based philosophy. Safety of the person being nursed and accountability for individual actions are priorities and/or critical components/elements of a professional nursing education. Students who do not abide by this policy will be subject to appropriate academic sanctions which may include disciplinary action, dismissal from the College of Nursing, and/or suspension or expulsion from the University.

Approved in Faculty Assembly 11/28/2016

## **Christine E. Lynn College of Nursing - Statement of Philosophy**

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Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being.

Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

'revised April, 2012.'

## **Title IX Statement**

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In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at

<https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at [victimservices@fau.edu](mailto:victimservices@fau.edu) or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.

## Course Schedule Spring 2025

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DATES	Topics and Exams	Dunphy Winland- Brown	Cash and Class	Fitzgerald	ECG Academy
Week 1  Classes start Saturday January 4th  Jan 4-12	On campus Intensive  Date: Boca: Thursday January 9th  Davie and HBOI: Thursday Jan 16th Time: 9:00 am - 4:00 pm  Location: FAU Simulation Lab 3998 FAU Blvd. suite 200, Boca Raton Fl. 33431  See Canvas for required reading and videos for preparation				

DATES	Topics and Exams	Dunphy Winland- Brown	Cash and Class	Fitzgerald	ECG Academy
Week 2	UNIT 1	Chapters	Chapter	Chapter	<a href="https://www.ecgacademy.com/subscri">https://www.ecgacademy.com/subscri</a>
Jan 13- 19	FOUNDATIONAL  Introduction to Primary Care  Health Promotion  Clinical Reasoning Differential Diagnosis  Documentation  Evidence-Based Practice  Business Issues- Billing and Coding  Health Literacy  Immunizations (Lehne Chapter 71) Telehealth	1-5  Chapter 86-Online	1-2 Public Health Guidelines	2  Health Promotion and Disease Prevention  Chapter 19  Professional Issue	Introduction to the Heart Tutorial 3
Week 3	UNIT 2	Chapters	Chapters	Chapter	ECG Recording Basics Tutorials 4-5
Jan 20- 26	CARDIOVASCULAR PROBLEMS  ACS  HTN Arrhythmias	34-37	10	6	

DATES	Topics and Exams	Dunphy Winland- Brown	Cash and Class	Fitzgerald	ECG Academy
Week 4 Jan 27- Feb 2	CARDIOVASCULAR PROBLEMS HF Hyperlipidemia Valvular disorders  (continued)				The Normal ECG  Normal Sinus Rhythm  Tutorials 6-7  SA and AV Node Dysfunction, Tutorial 8-9
Week 5 Feb 3-9	UNIT 3  RESPIRATORY PROBLEMS  Infections (CAP and TB)  Inflammatory- (COPD, Asthma, interstitial disease)	Chapters 28-33	Chapter 9	Chapter 7	Interventricular Conduction Disturbances Premature Beats Tutorial 10-11

<b>DATES</b>	<b>Topics and Exams</b>	<b>Dunphy Winland- Brown</b>	<b>Cash and Class</b>	<b>Fitzgerald</b>	<b>ECG Academy</b>
Week 6 Feb 10- 16	RESPIRATORY PROBLEMS  Lung Cancer  Smoking Addiction OSA Pulmonary HTN  (continued)				
Week 7 Feb 17- 23	MIDTERM  FOUNDATIONAL  CV  RESPIRATORY  Exam open for one week				
Week 8 Feb 24- March 2	UNIT 4  HEENT PROBLEMS	Chapters 18-27	Chapters 5-8	Chapter 5	Atrial Flutter and Atrial Fibrillation Tutorials 13 & 14
Week 9  March 3-9	SPRING BREAK				

<b>DATES</b>	<b>Topics and Exams</b>	<b>Dunphy Winland- Brown</b>	<b>Cash and Class</b>	<b>Fitzgerald</b>	<b>ECG Academy</b>
Week 10  March 10-16	HEENT PROBLEMS  (continued)				Vectors and ECG Axis Tutorials 16-17
Week 11  March 17-23	UNIT 5  SKIN PROBLEMS	Chapters 11-17  Chapter 75 Pages 1342- 1362	Chapter  4	Chapter  4	Hypertrophy  Tutorial 18
March 21st	Last day to drop with a "W"  Must meet with advisor				
Week 12  March 24-30	SKIN PROBLEMS  (continued)				Bundle Branch Blocks and Hemiblock Tutorials 19-20

DATES	Topics and Exams	Dunphy Winland- Brown	Cash and Class	Fitzgerald	ECG Academy
Week 13	UNIT 6				Ischemic Heart Disease, ST Abnormalities Tutorials 21-22
March 31-April 6	ENDOCRINE AND METABOLIC PROBLEMS	Chapters 56-60	Chapter 20	Chapter 12	
Week 14	ENDOCRINE AND METABOLIC PROBLEMS (continued)				
April 7- 13					
Week 15	All students will go to the COM Sim Center in Boca Thursday April 17 9:00-4:00 PM				
April 14- 20					
Week 16	Review				
April 21- 27th					

DATES	Topics and Exams	Dunphy Winland- Brown	Cash and Class	Fitzgerald	ECG Academy
Week 17  April 28th - May 3	COMPREHENSIVE  Exam opens April 28th  and is due on SATURDAY May 3rd by 11:59 PM				
Monday May 5th	Grades due 9:00 am				